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ABSTRACT

Information is provided on the procedures and instruments used to conduct the Coast Community Colleges 1980 Telephone Survey as an aid for those planning to undertake a similar study. After an introductory section, Section II discusses study planning, outlining the roles of an executive steering committee made up of key administrators, a technical committee concerned with survey planning and design, and a final decision-making body. It also underscores the value of information forums to explain the project and of write-in suggestions. Section III presents the research design for the project, discussing sampling considerations; sample size; item development, format, order, and context; pre-testing and revision; development of tools for interviewers; and database planning. Section IV considers modes and procedures of data collection, focusing on interviewer training, methods of supervision and data coding, data collection monitoring and daily summaries, time of day considerations, and unproductive sampling areas. Section V describes the key elements of data analysis, including checking for coding and input errors, establishing a plan for data analysis, and determining the principal relationships ascertained from the data. Finally, Section VI provides information on ways of reporting survey results in a form that can be easily understood by the intended audience. Appended materials include the survey instrument and instructions for interviewers. (HB)

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COAST COMMUNITY COLLEGES
Community Telephone Survey
1980

BUSY SIGNAL:

Techniques and Methods Used for Planning and Executing the 1980 Community Telephone Survey.

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Dennis G. Butler
Associate Dean, District Research

REPORT NUMBER 8

JC 820 206

The Coast Community Colleges, 1370 Adams Avenue, Costa Mesa, CA 92626

This is the eighth in a series of eight reports based on the 1980 Community Telephone Survey. The focus of this report is on the process by which the survey was designed and implemented.

In keeping with the spirit of other reports from this series, the methodological information presented in this report is intended for a wide audience. Statistical explanations are held to a very basic level and the appendices to the report include samples of the instruments used in the collection of data.

It is our hope that this report will serve as a useful guide for other institutions planning to conduct a similar study.

Dennis G. Butler
Coast Community College District
June, 1981

The District wishes to commend the fine efforts of Dr. Dennis G. Butler in guiding the telephone survey through its design, implementation, analysis, and in providing a format which makes the publication highly useable to a diverse audience. As of publication, Dr. Butler is no longer with the Office of Vocational Education and Educational Planning but is teaching at Orange Coast College. Readers who are interested in more detailed statistical factors or analyses which may not be presented in the published report are invited to contact Dr. Butler at Orange Coast College or the District Office of Vocational Education and Educational Planning at 1370 Adams Avenue, Costa Mesa, California 92626, (714) 556-5528.

Donald F. Averill
Coast Community College District
December, 1981

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INTRODUCTION

The purpose of this document is to share the instruments used to conduct the Coast Community Colleges 1980 Community Telephone Survey and to provide as much help as possible to those who may be planning to conduct a similar study.

In keeping with the precedent set by the previous reports from this project, this report is not a formal, technical report of research methodology. Rather, it is more in the form of a "cookbook," designed to help others, many of whom may not be trained in research. This report does differ slightly from the others in this series in that there is a sprinkling of research and analytical terminology. This was done, with apologies to all, knowing that there would be too much research jargon for some people and far too little for others.

In addition to the actual instruments from the Coast District Survey, this report has five sections devoted to planning, research design, data collection, data analysis, and reporting. Each section contains rhetorical questions which are intended to serve as guides or check-lists, followed by comments and examples from the Coast study. While the techniques and procedures described in this report are certainly not the only means of accomplishing the same task, they did work extremely well for us. It is the sincere hope of the author that the information contained in this report will assist others who are faced with the massive challenge of conducting a community telephone survey.

PLANNING THE STUDY

A community telephone survey is a very large and intricate undertaking. It should not be attempted without a substantial amount of planning. To successfully execute a large telephone survey, the efforts of many people must be monitored and precisely controlled. Once data collection begins, it is very difficult to revise previous decisions or alter the activity in any significant way. Thus, both the broad and the detailed decisions about the project must be made before the first telephone number is dialed.

One of the most important aspects of planning for a survey project is widespread involvement. Everyone within the organization who is interested should have the opportunity to gain an understanding of the project and contribute their ideas. If the project is to be perceived by the organization as legitimate and meaningful, it must have the active and visible participation of key decision makers. The planning activity for a survey project should result in an agreed-upon set of definitions of the purpose, scope, and objectives of the project.

The Executive Steering Committee

Do you have a body of individuals, aside from the survey design group and representative of the organization's key decision makers, who can come to agreement on the broad areas of inquiry to be involved in the study as well as ratify the major decisions that must be made?

The steering committee for the Coast District Survey was the Chancellor's Cabinet. This group consisted of the Chancellor, the three Vice Chancellors, the three college presidents and the District's Director of Community Relations. This group provided a forum for discussion and decision on the purpose, scope, and objectives of the project. The participation of key District leaders, early in the planning process and throughout the planning and design activity, helped set the stage for more widespread involvement within the District.

The Technical Committee

Do you have a design group, a shirt-sleeves working group, committed to the project, to be involved in all of the planning and design activities?

We used a group called the Districtwide Planning Task Force, which already had considerable experience working together on a technical level. This group consisted of the Associate Dean for District Research, a member of the District Educational Planning staff, the institutional research officers from each of the three colleges and two representatives from District Information Services. This group met weekly, as a working team, until every detail of the research design was finalized. It should be emphasized that this group did not simply meet to pass judgment on the work of one or two other people. Rather, all members of the group worked on various aspects of the project and came together at the weekly meetings for collective review, criticism, and refinement.

Information Forums

Have you made provision for visiting various constituent groups within the organization to explain the project and solicit ideas and/or criticism?

We used a series of "information forums" which involved visits by the study director to meetings of various faculty and administrative groups at the college campuses. These visits, conducted early in the planning process, provided an opportunity for widespread involvement and understanding of the project. These meetings also provided the opportunity to air criticisms before the project was actually conducted. This level of involvement can help to lend considerable credibility to a research project.

Write-In Suggestions

Have you made provision for interested people to contribute their suggestions?

When a survey is being planned, many people within the organization would like to contribute their ideas for areas of inquiry or even specific items. We developed a small form which could be used by people who were willing to put their ideas in writing and submit them prior to the printed deadline for suggestions. These forms were available at each of the college campuses and were distributed during the information forums.

Final Decisions

After all of the consultation, information sharing, and gathering of suggestions, who will make the final decisions on the purpose, scope, and objectives of the project?

In spite of the value of widespread involvement and consultation, someone ultimately must decide on the defined limits and parameters of the project. It is important that this be done prior to the development of the research design. In the case of the Coast District Survey, after consideration of information generated by all of the involvement activity, the Chancellor met with the project director and made the final decisions. As a result, we were able to start work on the research design with a clear idea of what we were trying to learn and whom we were trying to learn it from.

RESEARCH DESIGN

Designing a telephone survey or any interview-type study is an incredibly complex and tedious task. The effort requires an unwavering attention to detail and constant reworking to make all the pieces fit together properly. Pre-testing is absolutely essential. There can never be enough pre-testing.

When designing the instrumentation for an interview survey, primary consideration must be given to the interviewers. Items or formats that work well on a mailed survey or an in-person paper-and-pencil survey do not work well for an interview survey. When developing the individual items and their response structures, it is essential to know exactly what will be done with the data and how the data are to be configured in the data base. You simply cannot have a group of people make up a list of questions and start dialing phone numbers.

Sampling Considerations

Before you develop your sampling frame, have you clearly established what it is that you want to find out and who you want to find out from? Can you describe the population that you want your sample to represent? How can you best reach that population?

The sample for the Coast District Survey was to be representative of the adult population residing within the geographic boundaries of the District. The telephone interview was selected as the most efficient means of gathering the kinds of information we were seeking. Telephone interviews generally have a higher response rate and much less bias than mailed surveys.

The necessary sample size (543) was determined by using a general estimating formula for sampling very large populations where the population variance is unknown. To use this type of formula you must determine the desired confidence level and also the tolerable amount of sampling error expressed as a fraction of the population variance (one-tenth is approximately equal to ± 4%).

One way to obtain a representative sample of phone numbers for a telephone survey is to randomly select geographic coordinates and then obtain the phone numbers from a cross-directory. This method has the advantage of allowing you to screen out business and institutional numbers. This approach was not used for the Coast District Survey since consultation with the phone company revealed that unlisted phone numbers ran as high as 40% in some residential areas of the District. This points up the fact that representatives from your local telephone company can provide considerable help when you are planning a telephone survey.

In order to include unlisted numbers, the sample for the Coast District Survey was selected through the use of computer-generated, four-digit random numbers which were then randomly linked to the various telephone prefixes that serve the District's residents. The four-digit numbers were linked to prefixes in proportion to the number of dwelling units within the geographic area served by a particular group of prefixes. The sample was stratified on the basis of six geographic areas and random telephone numbers were generated for ten times the number of responses desired for each area.

Item Development

In developing individual items, can you specify the exact information sought by each? Does that information directly relate to the areas of inquiry agreed upon for the study?

There is a great temptation when planning a survey to include additional items that would be "nice to know." The problem, particularly with a telephone survey, is to try to keep the length of the interview to a minimum. This is best done by eliminating extraneous items. In developing items for the Coast District Survey, we forced ourselves to specify the information that would be provided by each item and to define its relationship to the areas of inquiry planned for the study. If these criteria could not be met, the item was eliminated. For those items that remained, the additional definition provided a much more sound basis for developing the actual wording of the items.

Final Item Considerations

Are you able to specify the use that will be made of the information from each item? Have you determined all of the possible responses? Have you developed a coding structure for the item?

When developing items for a survey it is easy to forget that the objective is to obtain information, place it into a data base and be able to analyze it. During item development for the Coast study we simultaneously tried to define the coding structure for each item, the data base parameters for the information from each item, and the forms of analysis that each item would be subjected to. While this approach was a lot of work, it paid dividends. On a number of occasions we found that the desired form of analysis for an item required that the information be structured differently within the data base. This frequently meant that the item

had to be reworded in order to obtain the desired information in the required format. Few things are as frustrating as completing the data collection for a survey and then discovering that the data cannot be properly analyzed because they are not in an appropriate format. An additional benefit of this approach to item development is that by the time the items are completed, the specifications for the data base are also established.

Item Order and Context

Is there a path through the interview for every possible combination of responses? Where in the interview is conditional branching best accomplished? Which items need to be reworded depending on conditional responses to previous items?

Some of the most useful tools for designing an interview survey are scissors, paste, a variety of colored felt-tip pens, and a large roll of butcher paper. These simple tools were used to flow-chart the entire interview for the Coast District Study. Drafts of the individual items were cut out, moved around on the butcher paper to establish a tentative item order, and then pasted down. Felt-tip pens were used to mark the flow from each item to the next. Where different responses to an item led to different subsequent questions or different versions of the same question, the conditional branching was marked with felt-tip. Where the respondents were separated into different groups because of conditional branching, the separate groups were designated by different colored arrows. These charts were about twelve to sixteen feet long and, needless to say, several versions were necessary. These charts provided us with an overview of the flow through the entire interview and were invaluable for reviewing item order and the proper placement of conditional branching items. The final version of the flow chart also proved to be a useful aid for explaining the project to interested individuals and groups.

Pre-Testing and Revision

Have you pre-tested the entire interview with subjects similar to those in your target population? If everything seems to work, you probably haven't done enough pre-testing.

The literature on survey research strongly recommends at least one round of pre-testing as an absolute minimum. Unfortunately, many surveys are implemented without the benefit of any pre-testing. When planning for a survey project there should always be time allocated for pre-testing and revision. Pre-testing should simulate the actual data collection conditions as closely as possible. This is the opportunity to really test the timing, item order, and wording of the items.

The results of pre-testing were extremely valuable for making the final revisions to the Coast District Survey. We discovered certain items that worked extremely well on paper, but were very awkward for the interviewers when speaking over the telephone. Some items that were perfectly clear to all those involved in the development of the survey made absolutely no sense to our pre-test respondents. For any major survey effort there is no substitution for several cycles of pre-testing.

Instrumentation—Tools for Interviewers

Does the instrumentation serve as a guide for the interviewers? What other types of information should the interviewers have at their disposal? Have you developed a written guide to the entire survey process which can serve as a resource for the interviewers?

In designing the instruments for the Coast District Study our objective was to create useful tools for the interviewers. In a written, pencil-and-paper type survey, you can provide very elaborate instructions for the respondents directly on the survey form. In an interview-type survey, respondents can only get their instructions from what the interviewer says to them. It is essential that the instruments be designed so that there is a smooth and natural flow for the interviewers, regardless of the combination of responses that they might get from individual respondents.

The instruments used for the Coast District Survey are included as appendices to this report. Probably the most important is Appendix A, the Telephone Survey Manual. This document was created to serve as a training device for the interviewers, a reference guide during the actual data collection, and, as documentation of the instruments and how they were used. The reader is urged to review the manual while examining the instruments themselves.

The data collection instruments in Appendix B, were intended to help the interviewer maintain a smooth conversation with the respondent and to free the interviewer from worry about codes, remembering the response to a previous question, or what to ask next following a conditional response. The interviewers were urged to mark on the instruments in whatever way would be most helpful to them. The only part of the form that was restricted was the coding band at the right-hand edge which was used by the supervisor for the actual data coding.

Data Base Planning

Have you described the parameters for your data base? Have you specified all the variables, the levels for each variable and the codes and definitions for each level? Have you developed a routine for getting the data from the interview sheets into the data base?

By the time you are ready to begin the actual data collection, you should know precisely what kinds of data you will be dealing with. If you have not already done so, now is the time to finalize the specifications for the data base. Nothing can be done with the survey data until it resides in a data base, at least in raw form. The approach to item development (described above) used for the Coast study incorporates data base specification as part of the development process. This made setting up the data base a much simpler task.

DATA COLLECTION

In the data collection phase of the project, the key to the success of the entire effort lies with the interviewers. They must be confident, comfortable with what they are doing, and free from any distractions that disrupt the flow of the interview. It is extremely important for the interviewers to receive proper training and to be thoroughly familiar with the project and their roles before they ever begin telephoning.

It is advisable to have all of the data collection activity conducted under the supervision of a key project staff member. The presence of the supervisor greatly enhances the productivity of the interviewers and frees them from concern about handling problem cases. The supervisor should also maintain detailed records of the data collection activity and be prepared to make decisions on a daily basis. Thus, it is important that the supervisor be someone who has been deeply involved in the project from its beginning.

Interviewer Training

Are the interviewers thoroughly familiar with all of the materials and the entire interview process? Have you provided for practice interviews? Do the interviewers understand the entire project and what is expected of them?

Since the interviewers provide the key communication link in the survey project, it is important for them to be completely comfortable with what they will be doing. For the Coast District Survey, the interviewers were given a formal training session which was centered on the Survey Manual (Appendix A). The training session started with an explanation of the total project, its purpose, and the important role the interviewers would play in the total effort. The interviewers were given samples of all the materials they would be working with and were guided through the Survey Manual step by step. The interviewers were given examples of the kinds of situations they might encounter and ways to deal with

them. The interviewers were given an opportunity to become thoroughly familiar with the survey instruments and were urged to use whatever kind of markings (check marks, lines, arrows, circles, etc.) would best help them follow the flow of the interview. Arrangements had been made with several District staff members and understanding friends to receive calls at home for practice interviews.

Supervision and Coding

Will there be constant supervision during the telephone interviews? Will the interviewers have to make independent judgments? Will the interviewers do the actual data coding?

During data collection for the Coast District Survey a key project staff member was present at all times to supervise the interview process and to be immediately available if any interviewer had a problem. A look at the survey instruments appended to this report will reveal a coding band on the right-hand edge. We decided not to have the interviewers do the actual data coding, but rather to simply record the responses as best they could. The supervisor did the actual data coding using a code structure that was transparent to the interviewers. This approach allowed the interviewers to concentrate on interviewing and eliminated a potential source of considerable error.

Monitoring and Daily Summaries

Have you determined what you want to monitor and set up mechanisms for monitoring? What information do you want in daily summary reports?

For the Coast District Survey we monitored daily data collection activity through use of a Telephone Call Record. A sample of the Telephone Call Record can be found on page one of the Survey Manual (Appendix A). Daily summary reports allowed for monitoring of response rates by telephone prefix, by time period, by interviewer, and also provided daily monitoring of respondent gender (a problem common to most telephone surveys is over-representation of female respondents). The daily summaries proved to be of considerable help to the supervisor in making the most effective use of interviewer time.

Time Of Day Considerations

Considering your target population, when is the best time of day to reach them? Have you weighed interviewer productivity and respondent receptivity against the "purity" of your sample on the time dimension? When planning an interview study, there is a temptation to try to spread the interviews over all times of day and all days of the week. During the Coast study we discovered that mornings and mid-day were very unproductive times and that in the late afternoons and on weekends the potential respondents were much less receptive to an interview. By far the most productive periods were 5 to 9 p.m., Monday to Thursday.

Another consideration when conducting a telephone survey is the possible interruption of special events. During the Coast survey, we sent our interviewers home early the night the Los Angeles Lakers were playing for the NBA championship.

Unproductive Sampling Areas

Have you considered options for sampling areas which do not produce sufficient response?

Occasionally a particular sampling area will prove to be unproductive in terms of

completed interviews. It is helpful to have a contingency plan for these situations, possibly involving alternative contact methods such as in-person interviews. Another possibility is to use weighting techniques in the analysis of data. However, this must be done with extreme care to ensure the integrity of the results. During the Coast study, one small sampling area on the edge of the District proved to be most unproductive. An interviewer working a four-hour shift would be fortunate to obtain a single completed interview. The reason for this lack of productivity was that better than 95% of the residences served by that particular telephone prefix were outside the District's boundaries. Fortunately, this was a small area which we intended to combine with several other small areas for purposes of analysis. After considering the potential cost of obtaining the planned number of interviews from that particular area versus its minimal contribution to the total data base, the effort was abandoned.

DATA ANALYSIS

Once the data are collected and residing in the data base, there is a considerable amount of work that must be done before the actual analysis can begin. The raw data from a large survey invariably contain mis-codings and inconsistencies. When the survey involves conditional branching questions, the opportunity for errors is multiplied. The data cleaning process can be a tedious one, but if it is neglected, the subsequent analyses will always be suspect.

It is advisable to have a well-defined plan for the analysis of the data. The sheer volume of data obtained from a large survey combined with the capabilities of computerized statistical programs can quickly engulf the researcher in more pages of analyses than could be comprehended, much less interpreted, in the next ten years. It is also advisable for the researcher to have a thorough understanding of any statistical treatments that are used.

"Cleaning" the Data

Have you provided checks for input and coding errors? Have you left a way to back-track from the data base to the original interview sheet?

No matter how carefully the data are coded, there will inevitably be coding errors. It is also reasonable to expect some errors to occur when the data are input into your data base. Even though you are anxious to see some analyses, it is worthwhile at this point to invest some time in making certain that the data in the data base are the same data you collected during the survey. You should be able to devise a series of logical checks for what are legitimate codes for each data element. These can be simple checks for allowable codes or more complex, involving conditional "if" statements. In the case of the Coast study, we were fortunate to have many of these checks programmed into the data input routine. This saved considerable time during the data cleaning process as many of the errors were detected before they entered the data base.

Control Totals

Have you established control totals for conditional branching? Are any respondents "lost" in the data base?

Most interview surveys involve a certain amount of conditional branching, where respondents are asked certain items depending on their response to a previous item. It is helpful to establish control totals at every point where the interview branches and to verify those totals against the number of respondents to the subsequent items on each branch. By using this technique during the data cleaning phase of the Coast study, we discovered that several respondents were "lost" in the data base. That is, a few simple coding errrors had placed their responses on the wrong branches of the interview. By being able to detect these problems in the data base and tracing them back to the original interview sheets, we were able to rescue all of our lost respondents.

Analysis Plan

Have you developed a plan for how each item will be treated in analysis?

When dealing with a sizeable data base containing a large number of variables, it is most helpful to lay out a plan for which analyses are to be done, which variables will be involved and how each variable is to be treated. This will make the programming much easier, save considerable computer time and save the researcher from being buried by analyses that are inappropriate or meaningless. Knowing which relationships you want to examine and in what order is much easier than wading through all the possible relationships trying to find the important one.

Basic Frequencies

Have you checked the distribution of responses for each variable? Do any variables need to be collapsed, recoded or combined?

While there is usually a desire to move directly to the more complex forms of analysis, it is helpful to first examine each variable in terms of basic summary statistics. Since most survey data are categorical in nature, this will usually be frequency counts and percentage distributions. If the frequency counts are too low in some response categories, they may have to be combined or collapsed before the variable can be used in further analysis. In the case of the Coast study, many of the raw variables had to be combined, collapsed, or recoded. In most cases, this was because the raw data were recorded in far greater detail than could reasonably be used in the analyses. The point is that by completing as many of the necessary variable transformations as possible at the beginning of the analysis activity avoids the necessity of re-doing the more complex analyses later on.

Principal Analyses

Are your statistical tests appropriate to the nature of your data? Can you state the results of your analyses in easily understood terms? Do you have a system of documenting and cataloging your analyses before you get buried by them?

It is helpful to become familiar with the particular computerized statistical programs you will be using and to fully understand their assumptions, logic, and output. Since most survey data are categorical in nature, statistical treatments seldom go beyond contingency table or cross-tabular analysis. Data from the Coast District Survey were analyzed using the Statistical Package for the Social Sciences (SPSS). The primary form of analysis was subprogram CROSSTABS with Chi-square as the test statistic. Asymmetric Lambda and Asymmetric Uncertainty Coefficient were used as measures of strength of association, but were not discussed in the published reports. Other statistical tests

the t-Test for Correlated Means, Rank-Sums Test and Sign Test used in the analysis of the data on community college missions (Report No. 5).

Statistical treatments can be very useful if they are appropriate to the data being analyzed and if the information derived from them can be understood in practical terms. With the modern computerized statistical packages that are readily available, the researcher can easily generate more analyses then could ever be reasonably examined. It is also possible to access statistical procedures which have a level of sophistication that far exceeds the quality of the data. For most survey data it is generally best to use the simplest statistical treatment that will allow you to adequately examine the relationships that are of concern.

REPORTING THE RESULTS

Typically, far too little effort is devoted to reporting the results of a survey project in such a way that they are understandable and meaningful to the people who can benefit from them. The traditional research report has very little appeal to most people. It is the obligation of the researcher to communicate the results to the intended audience. The results of even the most elegant research effort will have very little meaning if no one can understand them.

Value of the Reporting Process

You have put a lot of time, effort, and resources into conducting the project. Now, how much are the results worth?

Generally, researchers are willing to put a lot of effort into the design, data collection, and analysis phases of a project, but they tend to short-change the reporting process. If the results of a survey have value, they must be communicated to others in the organization to have any sort of impact. It is far too easy for the researcher to compile page after page of detailed statistical tables and then criticize others in the organization for not being able to understand or even being interested in the report. It is far more difficult to translate the research results into something that can be readily understood by anyone in the organization. The reports from the Coast District Survey were intended to share the information from the survey with as wide an audience as possible.

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Intended Audience

Have you planned your reports for the intended audience? Does your governing board want standard deviations and uncertainty coefficients? Would your faculty members read through 43 pages of complex tables? Would you?

If the members of the college community are going to get any value from the results of a research project, they have to be able to read and understand them. Far too many research reports are written as if they were intended solely for other researchers. The reports from the Coast study were developed with the notion that traditional research reports are incredibly boring, even for other researchers.

Large Reports vs. Mini-Reports

Can the results of your project be grouped into logical content areas? If they are all contained in one report, how large would that report be?

Large reports of research projects seem to invariably end up on a shelf, gathering dust. While you may have put months of hard work into your research project, most people in the organization will be unwilling to spend more than fifteen minutes reading about it. For a large survey project, the results can be more easily digested if they are broken up into a series of smaller reports. In the case of the Coast District survey, the many different areas of inquiry practically dictated a series of reports. The only place where people like to read large, detailed research reports is in graduate school.

Attention To Details

Is the appearance of your report inviting or is it imposing? Have you managed to either eliminate or explain any research jargon? Can your tables and graphs be easily understood by non-quantitative people?

A considerable amount of effort went into making the reports from the Coast District Survey attractive, easy to read, and readily understandable. Tables and graphs were highly simplified. The lay-outs were designed to be attractive to the eye. Even the typeface was selected for its easy, inviting appearance. As nearly as possible, all research terminology was either eliminated or explained in easily understood terms. Was it worth all the effort? We would like to think so.

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The purpose of this Telephone Survey Manual is to assist you in communicating comfortably and effectively with the individuals you contact. Every effort has been made to simplify the format of the questionnaire, to provide you with the information necessary in responding to possible or probable questions, and to both anticipate and resolve any unusual or difficult circumstances that might arise.

General Instructions

Telephone Call Record

The last four digits of the numbers to be dialed have been randomly generated by computer, then assigned to certain prefixes. Each prefix and its listing of numbers has been attached to a "Telephone Call Record." Below is a listing of the response codes (which are printed on a separate form and attached to a clipboard on which the Telephone Call Record sheets are to be placed) and a facsimile of the Telephone Call Record.

Response Codes

X - Interview Complete	5 - Refusal
XX - Interview Terminated	6 - No Eligible Respondent
1 - Non-Working Number	7 - Language Barrier
2 - Busy Signal	8 - Out-Of-District Number
3 - No Answer After 4 Rings	9 - Request to Call Back
4 - Non-Residential Number	✓ - Respondent Indicated Unlisted Telephone Number

TELEPHONE CALL RECORD

Interviewer's Initials ____ Interviewer's Initials ____ Interviewer's Initials ____

Prefix (621)	U	First Call M/F	Date	Time	Code	Second Call M/F	Date	Time	Code	Third Call M/F	Date	Time	Code	Remarks
3286														
4083														

Begin each Telephone Call Record by writing in the date and your initials. Prior to dialing each number (in descending order), fill in the date and time under the appropriate column headings. The time may be noted within the span of the nearest hour, e.g., 1 - 2 p.m., 1:30 - 2:30 p.m. Please check with your supervisor when you have completed each Telephone Call Record.

Recalls:

You may be given certain Telephone Call Records on which the first or first and second dialing cycles have been completed, and which contain Response

Recalls cont.

Codes 2, 3, 6, or 9. Follow the same procedure with these dialing cycles.

Response Codes

Code numbers 1 through 3 indicate responses where voice contact is not necessary. Fill in the correct code and proceed to the next number on the Call Record. Code numbers 5 through 9 indicate types of responses where voice contact is made, but the interview is not conducted. Fill in the code number as soon as the appropriate one becomes apparent to you.

Response Codes requiring amplification:

X - Interview Complete

This code signifies a completed inverview; fill it in after you have completed your conversation with the respondent. Make sure you have indicated the sex of the respondent.

XX - Interview Terminated

A respondent may terminate an interview for a number of reasons; in the event this happens, fill in the code space with a double X.

#4 - Non-Residential Number

If the response is in the form of a recording, simply hang up. If respondent indicates that the number you have reached in a non-residential one, say, "I'm sorry, I've dialed the wrong number," and hang up.

#6 - No Eligible Respondent

A non-eligible respondent may be one of several things: a babysitter, a child, a visitor. A non-English speaking or comprehending individual is also ineligible, but is to be coded separately, i.e., #7.

#7 - Language Barrier

If it is possible for you to determine the language being spoken, indicate it in the "Remarks" column opposite the telephone number.

#8 - Out-Of-District Number

An out-of-district number is determined at the beginning of the questionnaire (see page 4) in the section concerning the respondent's residency.

#9 - Request to Call Back

The respondent may agree to be called back at a different time. If this is the case, establish the respondent's residency before coding a "9," and note the desired recall time (if any) in the "Remarks" column.

✓ - Unlisted Number

If the respondent indicates that the number you have dialed is unlisted, record this information by placing a check mark in the narrow column immediately following the 4-digit number. This should be done whether or not you obtain an interview from the respondent.

When you have dialed all the numbers on a Telephone Call Record, check to make sure that there is a code and other appropriate information after each number. Remember to initial the particular dialing cycle in which you have been working.

The Questionnaire

General Information

The questionnaire has been printed in two different type faces: the larger is used for all questions and statements spoken by you. This is important, as some of the responses are designated "unaided recall responses," i.e., those obtained without prompting on your part.

The questionnaire forms contain a coding field at the far right margin; please do not mark within this area. You may, however, make notes, draw lines, or write on the questionnaire in any way that will help you record a complete and accurate interview.

At certain points in the questionnaire, some responses require you to ask whether the respondent would like information, etc., sent to him or her. In the event that the respondent is hesitant or unwilling to give a name and address, simply say that the information in question is available at the particular college.

You will be provided with supplementary information containing, for example, the facts you need in the situation described above. This information packet also includes other data and explanation or amplification of any question raised by the survey form.

Questionnaire Introduction

The introductory statement in the questionnaire performs two functions:

1. it identifies the institution you are representing
2. it establishes the legitimacy of the survey's purpose

Its wording focuses on the help that the respondent can give to us, and is straightforward in the information that the questionnaire takes approximately 15 minutes to answer.

> HELLO, I'M CALLING FROM THE COAST COMMUNITY COLLEGE DISTRICT RESEARCH OFFICE. WE'RE DOING A SURVEY OF PEOPLE WHO LIVE IN OUR DISTRICT TO HELP US SERVE OUR COMMUNITY MORE EFFECTIVELY. WOULD YOU HELP US BY GIVING ABOUT FIFTEEN MINUTES OF YOUR TIME TO ANSWER SOME QUESTIONS?

After you have read this statement, the respondent ideally will either agree to answer your questions (at which point you would proceed to verify his or her residency), or will refuse the interview. However, now is the first of several occasions where the respondent may take the initiative and ask <u>you</u> some questions which are not necessarily related to a "yes" or "no" answer regarding an interview. Below are some of the possible/probable ones, as well as suggested or required responses on your part.

1. Unlisted telephone number: if the respondent indicates that this is the case and asks you how you obtained the number, you can simply say that all telephone numbers dialed in this survey have been

randomly generated by computer and there is no way of knowing which are unlisted.

2. Further identification: if you are asked for your name, or that of the person conducting the survey, you may answer, respectively, with your own first name, and that of Dennis Butler, Director of Institutional Research at the Coast Community College District.

3. Amplification of the survey's purpose: if you are asked what will be done with the survey, or words to that effect, respond by saying that the survey results will be used as a planning tool by the District's Board of Trustees and administrative officers.

4. Hidden "sales pitch": you can assure the respondent that you are neither selling anything or trying to solicit participation in District activities.

5. Interview inconvenient at this time: the respondent may indicate this and ask you to call at another time before you have an opportunity to request this. If so, obtain residency verification and note recall time on both questionnaire and Call Record.

If the respondent agrees to answer your questions, say:

BEFORE I TAKE UP ANY OF YOUR TIME, I NEED TO KNOW THE CITY YOU LIVE IN SO I CAN DETERMINE IF YOU ARE A DISTRICT RESIDENT.

Write in the name of the city, then continue:

AND YOUR ZIP CODE IS . . .?

If respondent does not know the zip code, ask:

WHAT IS THE CLOSEST MAJOR INTERSECTION?

If the respondent says no to the survey in a way that can be interprested as tentative (e.g., doesn't have the time now, has to go out, company present, etc.), ask:

WOULD YOU BE ABLE TO HELP US IF WE CALLED BACK AT A MORE CONVENIENT TIME?

If respondent agrees, ask:

BEFORE I TAKE UP ANY OF YOUR TIME, I NEED TO KNOW THE CITY YOU LIVE IN SO I CAN DETERMINE IF YOU ARE A DISTRICT RESIDENT. . . .AND YOUR ZIP CODE IS . . .? (NEAREST MAJOR INTERSECTION?)

Thank respondent and note recall time on both questionnaire and Call Record. If the respondent is not, by city or zip code criteria, a district resident, say:

IN SOME AREAS OF ORANGE COUNTY, TELEPHONE PREFIXES OVERLAP CITY OR ZIP CODE BOUNDARIES. SINCE YOUR RESIDENCE IS NOT INSIDE THIS COLLEGE DISTRICT, I WON'T TAKE UP ANY MORE OF YOUR TIME. THANK YOU VERY MUCH FOR YOUR COOPERATION.

In the face of any sort of negative response, be courteous and brief, e.g.:

I'M SORRY TO HAVE DISTURBED YOU — and hang up.

Body of Questionnaire: I

The first part of the questionnaire is constructed in a way that separates the respondents into four different, mutually exclusive groups. The selection process begins with Question #1:

BEFORE I CALLED, HAD YOU HEARD OF THE COAST COMMUNITY COLLEGE DISTRICT?

If the respondent says no, a horizontal line directs you to Question #1b:

PERHAPS YOU'VE HEARD OF ONE OF OUR THREE COLLEGES. THEY ARE: ORANGE COAST COLLEGE, GOLDEN WEST COLLEGE, AND COASTLINE COMMUNITY COLLEGE.

If the respondent says yes, he or she has heard of the District, ask Question #1a:

WHICH OF OUR COLLEGES ARE YOU FAMILIAR WITH?

If the respondent has indicated awareness of the District, but cannot name a college (or names KOCE, Channel 50, or a college other than OCC, GWC, or CCC), you are to prompt an answer by asking Question #1b.

If the respondent at this point indicates familiarity with one or more of the colleges, the questionnaire directs you back to Question #2. If there is still no identification of any of the colleges, check "Has not heard of any" under Question #1b.

Three of the four groups of respondents mentioned above are identified on the basis of their response to Question #2. (The fourth groups is composed of those who have been asked Question #1b and indicated no familiarity with any of the colleges.) Question #2 asks:

HAVE YOU EVER TAKEN A CLASS AT ANY OF OUR COLLEGES?

From the possible answers, you will categorize the respondent into one of the following groups:

1. respondent is now attending one or more colleges
2. respondent formerly attended one or more colleges
3. respondent has never attended any of the colleges

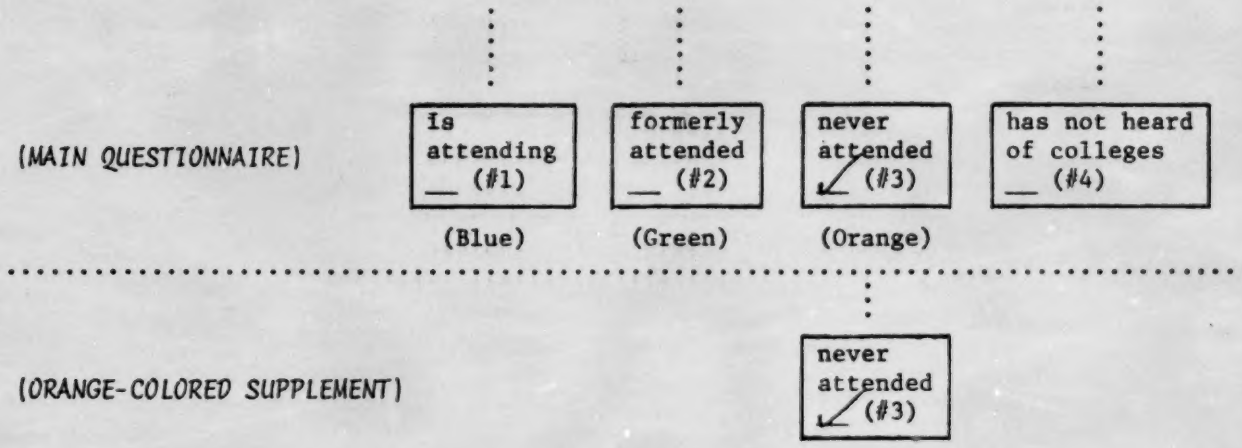
In the event that the respondent indicates past *and* present attendance, obtain the information regarding which college(s) were attended, and which are presently attended. However, this respondent is to be categorized according to the *most recent* condition of response, i.e., "is attending."

(Remember that the fourth group are not asked Question #2, but have already been identified on the basis of their response to Question #1b.)

All four groups are identified by a different color; each is tracked to a set of questions that are contained on a separate sheet of paper in that particular color. The groups are tracked to the appropriate colored supplement in the following manner:

On the questionnaire, questions 1, 1a, 1b, 2, and 2a are located above a dotted horizontal line. Conditions of response to Question #2 or #1b - has not heard of colleges, are traceable to four boxes identified both by the particular condition and a color name.

As soon as you have determined which of the four boxes is appropriate for the respondent, check that box and pick up the colored sheet of paper which matches the shade indicated for that box. Futher verification for selecting the correct colored supplement is made by checking the alignment of a duplicate box printed on the supplement and containing the same information as does the box on the main questionnaire. An example using condition of response #3 (respondent has never attended) is shown below.



Instructions on Supplements

Each group is asked a particular set of questions on the appropriate supplement. Not all questions are asked of each group, and in some instances, questions designed to obtain the same information are worded somewhat differently. The numerical sequence of questions in these supplements has been structured to give you the most logical reference possible.

Conditions particular to supplements 1 and 2:

Ask Question #3a in its entirety:

OVERALL, DO YOU FEEL THAT YOUR EDUCATIONAL EXPERIENCE AT OUR COLLEGE(S) WAS: VERY SATISFACTORY, SOMEWHAT SATISFACTORY, NOT TOO SATISFACTORY, OR NOT SATISFACTORY AT ALL?

If response involves an evaluation regarding past *and* present attendance, or one between colleges (e.g., liked GWC, didn't like CCC as well), check "mixed response."

Conditions particular to supplements 1, 2, and 3:

Question #3b, although worded differently in supplement #1, is designed to accomodate a multiple response. If respondent volunteers only one avenue of information, you may prompt an additional answer by asking if there are any other ways (in which the respondent gets current information about the college(s)).

A negative or "undecided" response to Question 5 is followed by a question (5b) to determine any reason for not taking classes in the near future/after the current semester. At this point, the sequence of questions reverts to the main questionnaire and resumes with Question #8.

Conditions particular to supplement 4:

If respondents in this group indicate they have thought about taking, or are undecided about taking, a class (Question #5), they are asked if they would like information sent to them (Question #5a).* If, however, the response to Question #5 is a definite "no," the sequence of questions reverts to the main questionnaire and resumes with *Question #8a.*

For all supplements:

When it is appropriate to ask Questions #6 and #7, be sure that you read all of the questions. This is particularly important in Question #6. After determining the main purpose (do try, in instances where the respondent is undecided, to single out a purpose), pursue the additional information asked in the categories indicated by the broken lines. These areas of inquiry concern the purposes of personal enjoyment, occupational training, and work toward a degree in greater detail.

Again, any words printed in large type are to be spoken by you. Any place where the words "Other (specify)" appear, please write in what the respondent has to say.

Body of Questionnaire: II

As indicated above, respondents in groups 1, 2, and 3, resume the main questionnaire with Question #8; respondent group 4 with Question #8a. From this point forward, all respondents are considered to be in one group.

Questions requiring amplification:

Question #9: DO YOU EVER WATCH KOCE-TV, CHANNEL 50?

Only if respondent has not watched, or isn't sure of having watched, KOCE, do you ask Question #9a:

HAVE YOU EVER HEARD OF KOCE?

Question 9a is followed, regardless of response, by reading the informational statement on KOCE directly below. This is followed in turn by questions 9b and 9c. You may then turn the questionnaire over and continue with Question #10.

If respondent does watch, or has watched, KOCE, read the statement directly below Question #9 before proceeding to Question #10. *If respondent is willing to be called back at some future time regarding KOCE, indicate this at the conclusion of the interview by placing the station's call letters in the "Remarks" column opposite the telephone prefix.*

Question #10

Question #10 is concerned with ranking the respondent's opinions, both for himself and with regard to the people of Orange County, on a series of statements. These statements — seven in all— describe the missions, or purposes, of community colleges in California. You will read the introductory paragraph to the respondent, followed by the first statement. Then ask:

TO YOU PERSONALLY, IS THAT VERY IMPORTANT, SOMEWHAT IMPORTANT, NOT TOO IMPORTANT, OR NOT IMPORTANT AT ALL?

*This information will be available in the supplementary information packet.

Since the response to each statement is twofold, be prepared to reread the statement and/or the evaluation scale:

AND FOR THE PEOPLE OF ORANGE COUNTY. . . DO YOU FEEL IT IS VERY IMPORTANT, SOMEWHAT IMPORTANT, NOT TOO IMPORTANT, OR NOT IMPORTANT AT ALL?

The sequence of statements will not be the same in all questionnaires. You do not need to be concerned with this.

What will be of concern to you is the probability of being asked to explain some of these statements. The supplementary information packet will provide you with descriptions or amplification of each statement.

When you <u>are</u> asked for an explanation, *be sure to indicate this by placing a check mark in the narrow column (directly before the "no opinion" column) opposite each statement in question.*

<u>Demographics</u>

As the introductory statement indicates, the last part of the questionnaire gathers demographic information. We have used phrases such as "general questions" and "group[ing] your responses for statistical purposes" in order to convey to respondents a general tone of anonymity and lack of any singular interest in this area of inquiry. For these reasons also, the sequence of questions is structured so that those of a less personal nature are asked first.

You may feel more comfortable adopting a slight variation on the way in which the questions are worded. In some instances, you may need to prompt, but never try to dissuade a respondent from a "decline to state" position.

Questions requiring amplification:

Question #13: HOW LONG HAVE YOU LIVED IN ORANGE COUNTY?

The answer to this question will usually be a simple one. In the event that the respondent should indicate movement in and out of the county over a period of time, the length of residency for which you are looking is that of the most recent stay.

Question #16: WHAT IS YOUR GENERAL AGE GROUP – 20s, 30s, 40s, 50s, 60 OR OVER?

If the respondent is under the age of 20, ascertain the exact age.

<u>Conclusion</u>

There are two parts to the conclusion of the questionnaire. The first provides the respondent with an opportunity to express any opinions he or she might have on "what the District is or should be doing to serve the community." If any comments are forthcoming, tell the respondent that these suggestions will be given to the District's Board of Trustees. This is important, as it avoids any inference that you, or anyone connected with the survey, is in a position to make changes or solve problems.

The second part allows you to inquire whether the respondent would like to have any information concerning the colleges sent to him or her. *This question should be asked only if you have not done so earlier in the interview.* If you do not remember, check Question 5a (if respondent is in Group 4), or, if respondent is having a Forum 50 sent (check Question 9a), ask the question, but do not repeat request for name and address. You may fill this information in after completing the interview.

Final Check List

When you have concluded the interview, be sure to complete the information required in the top right-hand corner or the questionnaire: the date, your initials, the sex and telephone number of respondent. Paper clip the supplementary form to the main questionnaire. Finally, enter the corresponding data in the appropriate columns on the Telephone Call Record, along with any notations (if not already made) in the "Unlisted number" and "Remarks" columns.

If you have any questions concerning an interview, ask them of your supervisor while they are still fresh in your mind.

Many of the aids and suggestions contained in these pages will become unnecessary after your first few interviews, but they will assist you in effective initial communication.

CCCD COMMUNITY SURVEY
Spring 1980

HELLO, I'M CALLING FROM THE COAST COMMUNITY COLLEGE DISTRICT RESEARCH OFFICE, WE'RE CONDUCTING A SURVEY OF PEOPLE WHO LIVE IN OUR DISTRICT TO HELP US SERVE OUR COMMUNITY MORE EFFECTIVELY. WOULD YOU HELP US BY GIVING ABOUT FIFTEEN MINUTES OF YOUR TIME TO ANSWER SOME QUESTIONS?

___No - Positive: Thank respondent and hang up.
___No - Tentative: WOULD YOU BE ABLE TO HELP US IF WE CALLED BACK AT A MORE CONVENIENT TIME?

___No - Thank respondent and hang up.
___Yes

___Yes BEFORE I TAKE UP ANY OF YOUR TIME, I NEED TO KNOW THE CITY YOU LIVE IN SO I CAN DETERMINE IF YOU ARE A DISTRICT RESIDENT.

City_____

AND YOUR ZIP CODE IS _____?

Date_____
Interviewer_____
Respondent: ___M ___F
Telephone #_____

If city and/or zip code are not in the district:

IN SOME AREAS OF ORANGE COUNTY, TELEPHONE PREFIXES OVERLAP CITY OR ZIP CODE BOUNDARIES. SINCE YOUR RESIDENCE IS NOT INSIDE THE DISTRICT, I WON'T TAKE UP ANY MORE OF YOUR TIME. THANK YOU VERY MUCH FOR YOUR COOPERATION.

Int ___
Sex ___
Zip _____
R# _____

1. BEFORE I CALLED, HAD YOU HEARD OF THE COAST COMMUNITY COLLEGE DISTRICT?

___No
___Yes

1a. WHICH OF OUR COLLEGES ARE YOU FAMILIAR WITH?

___Orange Coast
___Golden West
___Coastline
___KOCE
___None/Other_____

1b. PERHAPS YOU'VE HEARD OF ONE OF OUR THREE COLLEGES, THEY ARE:

___ORANGE COAST COLLEGE
___GOLDEN WEST COLLEGE
___COASTLINE COMMUNITY COLLEGE
___has not heard of any

2. HAVE YOU EVER TAKEN A CLASS AT ANY OF OUR COLLEGES?

___No
___Yes AT WHICH COLLEGE?

___Has attended __OCC __GWC __CCC
___Is attending __OCC __GWC __CCC

2a. HAS ANYONE IN YOUR HOUSEHOLD EVER TAKEN A CLASS AT ONE OF OUR COLLEGES?

___No
___Yes AT WHICH COLLEGE?

___Has attended __OCC __GWC __CCC
___Is attending __OCC __GWC __CCC

Is attending ___(#1)	Formerly attended ___(#2)	Never attended ___(#3)	Has not heard of colleges ___(#4)
(blue)	(green)	(orange)	(yellow)

Q 1 ___
Q 2 ___
Q 3 ___
Q 4 ___
Q 5 ___

Go to Colored Sheets

3a. OVERALL, DO YOU FEEL THAT YOUR EDUCATIONAL EXPERIENCE AT OUR COLLEGE(S) SO FAR HAS BEEN:

___VERY SATISFACTORY
___SOMEWHAT SATISFACTORY
___NOT TOO SATISFACTORY
___NOT SATISFACTORY AT ALL
___No opinion
___Mixed response

3b. WHAT OTHER WAYS IN ADDITION TO ATTENDING CLASSES DO YOU HEAR ABOUT THE COLLEGE(S)?

___Television
___KOCE/Channel 50
___Radio
___Newspaper
___Brochures
___Class schedules
___Personal contact
___Other_____

4. BEING A RESIDENT OF THE DISTRICT, WHAT DO YOU THINK IS THE BEST WAY FOR US TO LET YOU KNOW ABOUT THE CLASSES, CULTURAL PROGRAMS, SPORTS EVENTS, AND OTHER SERVICES PROVIDED BY OUR COLLEGES?

___Radio announcements
___Television
___Direct mail
___Newspaper articles
___Other_____

5. DO YOU PLAN TO CONTINUE TAKING CLASSES AFTER THE CURRENT SEMESTER?

___Yes
___No
___Undecided

5a. WHERE ARE YOU PLANNING TO TAKE THEM?

___OCC ___GWC ___CCC
___Other community college
___University or four-year college
___Private vocational school
___Other_____
___Don't know/not sure

5b. IS THERE ANY PARTICULAR REASON WHY YOU WON'T BE TAKING A CLASS?

___No
___Yes_____

Is attending
___(#1)

6. WOULD YOU SAY THAT YOUR MAIN PURPOSE FOR CONTINUING WILL BE FOR:

___PERSONAL ENJOYMENT (go to 6a)
___OCCUPATIONAL TRAINING (go to 6b)
___WORK TOWARD A DEGREE (go to 6c)

6a. (Personal Enjoyment): IN WHAT SUBJECT AREA(S)?

a)_____ b)_____

6b. (Occupational Training): WHICH TYPE OF JOB TRAINING WOULD BE MOST HELPFUL:

___LEARNING NEW SKILLS FOR A NEW JOB
___GETTING ADDITIONAL TRAINING TO HELP MOVE UP ON YOUR PRESENT JOB
___REVIEWING SKILLS THAT YOU LEARNED EARLIER

IN WHAT OCCUPATIONAL AREA?_____

6c. (Work Toward a Degree): WHAT DEGREE? _____

IN WHAT SUBJECT AREA(S)?

a)_____ b)_____

7. DO YOU PREFER TAKING CLASSES:

___ON A COLLEGE CAMPUS
___AT AN OFF-CAMPUS LEARNING CENTER
___VIA TELEVISION
___Uncertain/no opinion

Return to Main Questionnaire: Question 8

R#___

Q 6 ___
Q 7a ___
Q 7b ___
Q 7c ___
Q 7d ___
Q 7e ___
Q 7f ___
Q 7g ___
Q 7h ___
Q 8 ___
Q 9 ___
Q11 ___
Q12 ___
Q13a ___
Q13b ___
Q13c ___
Q14 ___
Q15 ___
Q16 ___
Q17a ___
Q17b ___
Q21 ___
Q22 ___

3a. OVERALL, DO YOU FEEL THAT YOUR EDUCATIONAL EXPERIENCE AT OUR COLLEGE(S) WAS:

___VERY SATISFACTORY
___SOMEWHAT SATISFACTORY
___NOT TOO SATISFACTORY
___NOT SATISFACTORY AT ALL
___No opinion
___Mixed response

3b. IN WHAT WAYS DO YOU GET CURRENT INFORMATION ABOUT THE COLLEGES?

___Television
___KOCE/Channel 50
___Radio
___Newspaper
___Brochures
___Class schedules
___Personal contact
___Other_____

4. BEING A RESIDENT OF THE DISTRICT, WHAT DO YOU THINK IS THE BEST WAY FOR US TO LET YOU KNOW ABOUT THE CLASSES, CULTURAL PROGRAMS, SPORTS EVENTS, AND OTHER SERVICES PROVIDED BY OUR COLLEGES?

___Radio announcements
___Television
___Direct mail
___Newspaper articles
___Other_____

5. ARE YOU PLANNING TO TAKE ANY CLASSES IN THE NEAR FUTURE?

___Yes
___No
___Undecided

5a. WHERE ARE YOU PLANNING TO TAKE THEM?

___OCC ___GWC ___CCC
___Other community college
___University or four-year college
___Private vocational school
___Other_____
___Don't know/not sure

5b. IS THERE ANY PARTICULAR REASON WHY YOU WOULDN'T TAKE A CLASS?

___No
___Yes_____

Formerly attended ___(#2)

6. WOULD YOU SAY THAT YOUR MAIN PURPOSE FOR TAKING CLASSES IS FOR:

___PERSONAL ENJOYMENT (go to 6a)
___OCCUPATIONAL TRAINING (go to 6b)
___WORK TOWARD A DEGREE (go to 6c)

6a. (Personal Enjoyment): IN WHAT SUBJECT AREA(S)?

a)_____ b)_____

6b. (Occupational Training): WHICH TYPE OF JOB TRAINING WOULD BE MOST HELPFUL:

___LEARNING NEW SKILLS FOR A NEW JOB
___GETTING ADDITIONAL TRAINING TO HELP MOVE UP ON YOUR PRESENT JOB
___REVIEWING SKILLS THAT YOU LEARNED EARLIER

IN WHAT OCCUPATIONAL AREA?_____

6c. (Work Toward a Degree): WHAT DEGREE? _____

IN WHAT SUBJECT AREA(S)?

a)_____ b)_____

7. DO YOU PREFER TAKING CLASSES:

___ON A COLLEGE CAMPUS
___AT AN OFF-CAMPUS LEARNING CENTER
___VIA TELEVISION
___Uncertain/no opinion

Return to Main Questionnaire: Question 8

ID___ ___ ___

Q 6 ___
Q 7a ___
Q 7b ___
Q 7c ___
Q 7d ___
Q 7e ___
Q 7f ___
Q 7h ___
Q 8 ___
Q10 ___
Q11 ___
Q12 ___
Q13a ___
Q13b ___ ___
Q13c ___ ___
Q14 ___
Q15 ___
Q16 ___
Q17a ___ ___
Q17b ___ ___
Q21 ___
Q22 ___

8. HAVE YOU EVER ATTENDED ANY OF THE FOLLOWING ACTIVITIES AT ONE OF OUR COLLEGES? Read list then ask: WOULD YOU BE INTERESTED IN ATTENDING ANY OF THESE IN THE FUTURE?

	Attd	Intr
SPORTS ACTIVITIES	___	___
CONCERTS	___	___
PLAYS	___	___
ART EXHIBITS	___	___
LECTURES	___	___
Other_____	___	___

8a. ALL OF OUR COLLEGES SCHEDULE REGULAR ACTIVITIES. DO YOU THINK YOU WOULD BE INTERESTED IN ATTENDING ANY OF THE FOLLOWING:

	Intr
SPORTS ACTIVITIES	___
CONCERTS	___
PLAYS	___
ART EXHIBITS	___
LECTURES	___
Other_____	___

Q23a ___
Q23b ___
Q23c ___
Q23d ___
Q23e ___
Q23f ___
Q24 ___
Q25 ___
Q26 ___
Q27 ___
Q28 ___
Q29 ___

9. DO YOU EVER WATCH KOCE-TV, CHANNEL 50?

___No
___Don't know/not sure
___yes

9a. HAVE YOU EVER HEARD OF KOCE, CHANNEL 50?

___No
___Don't know/not sure
___Yes

GOOD! THE SURVEY WE ARE DOING NOW IS DIRECTED AT THE BROAD EDUCATIONAL CONCERNS OF OUR COMMUNITY. BUT, SINCE YOU DO WATCH (HAVE WATCHED) KOCE, COULD WE CALL YOU AT SOME FUTURE TIME TO GET YOUR OPINIONS AND SUGGESTIONS ABOUT THE STATION?

___No
___Yes

KOCE, CHANNEL 50, IS A PUBLIC BROADCASTING STATION THAT IS OWNED AND OPERATED BY THE COAST COMMUNITY COLLEGE DISTRICT. ITS SERVICE AREA IS ORANGE COUNTY AND IT BROADCASTS ON UHF. WOULD YOU LIKE A FREE COPY OF THE STATION'S MAGAZINE, FORUM FIFTY, SENT TO YOU?

___Yes
___No

Name_____

_____

_____Zip_____

9b. DO YOU EVER WATCH KCET, CHANNEL 28?

___No
___Don't know/not sure
___Yes

9c. IS THERE ANY KIND OF PROGRAMMING THAT YOU DON'T SEE ON YOUR TV THAT YOU WOULD LIKE TO SEE?

___No
___Yes_____

Turn Page Over
Go to Question 10

3b. IN WHAT WAYS DO YOU GET CURRENT INFORMATION ABOUT THE COLLEGES?

___Television
___KOCE/Channel 50
___Radio
___Newspaper
___Brochures
___Class schedules
___Personal contact
___Other_____

4. BEING A RESIDENT OF THE DISTRICT, WHAT DO YOU THINK IS THE BEST WAY FOR US TO LET YOU KNOW ABOUT THE CLASSES, CULTURAL PROGRAMS, SPORTS EVENTS, AND OTHER SERVICES PROVIDED BY OUR COLLEGES?

___Radio announcements
___Television
___Direct mail
___Newspaper articles
___Other_____

5. ARE YOU PLANNING TO TAKE ANY CLASSES IN THE NEAR FUTURE?

___Yes
___No
___Undecided

5a. WHERE ARE YOU PLANNING TO TAKE THEM?

___OCC ___GWC ___CCC
___Other community college
___University or four-year college
___Private vocational school
___Other_____
___Don't know/not sure

5b. IS THERE ANY PARTICULAR REASON WHY YOU WOULDN'T TAKE A CLASS?

___No
___Yes_____

_____

6. WOULD YOU SAY THAT YOUR MAIN PURPOSE FOR TAKING A CLASS IS FOR:

___PERSONAL ENJOYMENT (go to 6a)
___OCCUPATIONAL TRAINING (go to 6b)
___WORK TOWARD A DEGREE (go to 6c)

6a. (Personal Enjoyment): IN WHAT SUBJECT AREA(S)?

a)_____ b)_____

6b. (Occupational Training): WHICH TYPE OF JOB TRAINING WOULD BE MOST HELPFUL:

___LEARNING NEW SKILLS FOR A NEW JOB
___GETTING ADDITIONAL TRAINING TO HELP MOVE UP ON YOUR PRESENT JOB
___REVIEWING SKILLS THAT YOU LEARNED EARLIER

IN WHAT OCCUPATIONAL AREA?_____

6c. (Work Toward a Degree): WHAT DEGREE? _____

IN WHAT SUBJECT AREA(S)?

a)_____ b)_____

7. WOULD YOU PREFER TAKING CLASSES:

___ON A COLLEGE CAMPUS
___AT AN OFF-CAMPUS LEARNING CENTER
___VIA TELEVISION
___Uncertain/no opinion

Return to Main Questionnaire: Question 8

Never attended ___(#3)

R# ___

Q 7a ___
Q 7b ___
Q 7c ___
Q 7d ___
Q 7e ___
Q 7f ___
Q 7g ___
Q 7h ___
Q 8 ___
Q10 ___
Q11 ___
Q12 ___
Q13a ___
Q13b ___
Q13c ___
Q14 ___
Q15 ___
Q16 ___
Q17a ___
Q17b ___
Q21 ___
Q22 ___

Has not heard of colleges ___(#4)

R4_

4. BEING A RESIDENT OF THE DISTRICT, WHAT DO YOU THINK IS THE BEST WAY FOR US TO LET YOU KNOW ABOUT THE CLASSES, CULTURAL PROGRAMS, SPORTS EVENTS, AND OTHER SERVICES PROVIDED BY OUR COLLEGES?

___Radio announcements
___Television
___Direct mail
___Newspaper articles
___Other_____

5. HAVE YOU EVER THOUGHT ABOUT TAKING A CLASS?

___Yes → 6.
___Undecided/not sure → 5a.
___Not interested (firm no) → 5a.

6. IF YOU DID DECIDE TO TAKE A CLASS, WOULD YOUR MAIN PURPOSE BE FOR:

___PERSONAL ENJOYMENT
___OCCUPATIONAL TRAINING
___WORK TOWARD A DEGREE
___Other_____

Q 8 ___
Q18 ___
Q19 ___
Q20 ___
Q21 ___
Q22 ___

5a. WOULD YOU LIKE US TO SEND YOU SOME INFORMATION ABOUT THE PROGRAMS AND SERVICES OFFERED BY OUR COLLEGES?

___No
___Yes →

Name_____ → 7.

Address_____

_____Zip_____

7. WOULD YOU PREFER TAKING CLASSES:

___ON A COLLEGE CAMPUS
___AT AN OFF-CAMPUS LEARNING CENTER
___VIA TELEVISION
___Uncertain/no opinion

5b. IS THERE ANY PARTICULAR REASON WHY YOU WOULDN'T TAKE A CLASS?

___No → Return to Main Questionnaire: Question 8a
___Yes_____

_____

41

42

10. NOW I'M GOING TO READ SOME STATEMENTS THAT DESCRIBE THE PURPOSES OF COMMUNITY COLLEGES IN CALIFORNIA. AS I READ EACH ONE, I'D LIKE YOU TO TELL ME FIRST, HOW IMPORTANT THAT PURPOSE IS TO YOU PERSONALLY AND SECOND, HOW IMPORTANT YOU FEEL IT IS TO THE PEOPLE OF ORANGE COUNTY.

HERE IS THE FIRST ONE. **Read statement, then ask:**

TO YOU PERSONALLY, IS THAT VERY IMPORTANT, SOMEWHAT IMPORTANT, NOT TOO IMPORTANT, OR NOT IMPORTANT AT ALL? ...AND FOR THE PEOPLE OF ORANGE COUNTY?
Re-read scale if necessary.

		No Opn	Very	Some-what	Not Too	Not At All		No Opn	Very	Some-what	Not Too	Not At All	
a.	ONE PURPOSE OF COMMUNITY COLLEGES IN CALIFORNIA IS PROVIDING INSTRUCTION OR TRAINING WHICH ENABLES PEOPLE TO ACQUIRE SKILLS FOR A NEW JOB, TO MOVE UP IN THEIR PRESENT JOB, OR TO TRAIN FOR ANOTHER CAREER.						Exp Q30 Q37						Exp Q30 Q37
b.	PROVIDING ACADEMIC INSTRUCTION FOR STUDENTS WHO PLAN TO TRANSFER TO A FOUR-YEAR COLLEGE OR UNIVERSITY.						Exp Q31 Q38						Exp Q31 Q38
c.	PROVIDING GENERAL EDUCATION SO STUDENTS CAN DEVELOP AN UNDERSTANDING OF THEMSELVES, OF OTHERS, AND OF THEIR GENERAL ENVIRONMENT.						Exp Q32 Q39						Exp Q32 Q39
d.	HELPING STUDENTS IMPROVE THEIR BASIC SKILLS, SUCH AS READING, WRITING, AND MATHEMATICS SO THEY CAN CONTINUE THEIR EDUCATION.						Exp Q33 Q40						Exp Q33 Q40
e.	PROVIDING ALL PEOPLE IN THE COMMUNITY WITH AN OPPORTUNITY TO CONTINUE THEIR EDUCATION ON A LIFE-LONG BASIS.						Exp Q34 Q41						Exp Q34 Q41
f.	PROVIDING THE COMMUNITY WITH CULTURAL OR RECREATIONAL PROGRAMS OR SPECIAL INTEREST LECTURES.						Exp Q35 Q42						Exp Q35 Q42
g.	PROVIDING STUDENTS AND PEOPLE IN THE COMMUNITY WITH SUPPORTIVE SERVICES SUCH AS COUNSELING AND JOB PLACEMENT.						Exp Q36 Q43						Exp Q36 Q43

1 Key

FOR THE LAST PART OF THE SURVEY, WE NEED TO ASK YOU SOME GENERAL QUESTIONS ABOUT YOURSELF SO THAT WE CAN GROUP YOUR RESPONSES FOR STATISTICAL PURPOSES.

11. DO YOU READ A NEWSPAPER ON A REGULAR BASIS?

___No
___Yes THE NAME(S) OF THE PAPER(S)?

_____ _____

12. DO YOU HAVE A FAVORITE RADIO STATION?

___No
___Yes WHAT ARE THE CALL LETTERS OR NUMBERS? _____ _____

13. HOW LONG HAVE YOU LIVED IN ORANGE COUNTY?

___Less than 1 year
___1 - 3 years
___4 - 9 years
___10 or more
___Decline to state

14. IS YOUR RESIDENCE A:

___HOUSE
___APARTMENT
___CONDOMINIUM OR TWONHOUSE
___MOBILE HOME
___SOME OTHER TYPE OF DWELLING
___Decline to state

15. INCLUDING YOURSELF, HOW MANY PEOPLE LIVE IN YOUR HOUSEHOLD?

___(Fill in response)
___Decline to state

16. WHAT IS YOUR GENERAL AGE GROUP - 20s, 30s, 40s, 50s, 60 OR OVER?

___Under 20: WHAT IS YOUR AGE?_____
___20s
___30s
___40s
___50s
___60 and over
___Decline to state

17. HOW MUCH SCHOOL HAVE YOU COMPLETED?

___8th grade or less
___Some high school
___High school grad.
___Some college
___AA degree
___BA or BS degree
___Advanced credits/degree
___Other training
___Decline to state

18. HOW LONG AGO WAS THAT?

___Currently attending or less than 1 yr
___1 - 3 years
___4 - 9 years
___10 or more
___Decline to state

19. WE WOULD ALSO LIKE TO KNOW YOUR ETHNIC OR RACIAL BACKGROUND.

___White/caucasian
___Hispanic
___Black
___Chinese or Japanese
___Amer. Indian/Alaskan Native
___Vietnamese/Laotian/Cambodian
___Other
___Decline to state

Q44a ___
Q44b ___
Q45a ___ ___
Q45b ___ ___
Q46 ___
Q47 ___
Q48 ___
Q49 ___ ___
Q50 ___
Q51 ___
Q52 ___
Q53 ___

20. FINALLY, WE NEED A GENERAL IDEA OF YOUR COMBINED HOUSEHOLD INCOME FOR 1979.

(If necessary, prompt by saying: I'LL READ YOU THE CATEGORIES AND YOU INDICATE WHICH ONE FITS YOUR COMBINED INCOME RANGE THE BEST)

___LESS THAN $10,000
___10,000 TO 20,000
___21,000 TO 30,000
___31,000 TO 40,000
___41,000 TO 50,000
___51,000 TO 60,000
___61,000 TO 70,000
___71,000 TO 80,000
___81,000 AND OVER
___Decline to state

THANK YOU FOR TAKING THE TIME TO HELP US WITH THIS SURVEY. IN CONCLUSION, I'D LIKE TO ASK IF YOU HAVE ANY COMMENTS ABOUT WHAT THE DISTRICT IS DOING OR SHOULD BE DOING TO SERVE THE COMMUNITY.

_____

_____

_____

If response: YOUR COMMENTS/SUGGESTIONS WILL BE FORWARDED TO THE DISTRICT'S BOARD OF TRUSTEES.

IS THERE ANY INFORMATION ABOUT OUR COLLEGES, PROGRAMS AND SERVICES THAT YOU WOULD LIKE US TO SEND YOU?

___No

___Yes → Complete Referral Slip

Q44a ___
Q44b ___
Q45a ___ ___ ___
Q45b ___ ___ ___
Q46 ___
Q47 ___
Q48 ___
Q49 ___ ___
Q50 ___
Q51 ___
Q52 ___
Q53 ___